

The Study of College English Teaching Pattern Innovation Based on the Blended Learning Mode

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Abstract: This paper analyzes the new challenges of college English teaching environment, and summarizes the characteristics of blended learning mode in modern distance education under the background of “Internet + education”. By employing four dimensions of teaching resources development, knowledge absorption, evaluation of learning activities, and students’ autonomous learning, summary and reflection after class, this paper focuses on the study of college English teaching pattern innovation. Through combining traditional classroom with web-based learning, this paper studies the characteristics of blended teaching mode, learning methods, teaching process and learning assessment under the background of “Internet +education”, and explores the construction of blended college English teaching mode with support service system in the context of modern distance education, so teachers can provide students with precise curriculum learning guidance by using big data technology methods. The research findings show that through the combination of face-to-face tutoring and online-autonomous learning, modern distance education teaching can organically integrate various resources of college English teaching in open universities to maximum advantages of online learning and face-to-face teaching, which can greatly improve the teaching quality and efficiency. Through implementing the reform of talent cultivation model with more flexibility, it can provide educational teaching support for the construction of learning society, and further strengthen human resources development worldwide.

1. Introduction

The blended teaching mode of English in colleges can realize the mutual promotion between traditional classroom teaching and online self-learning. The proverb “The master teaches the trade, but the apprentice's skill is self-made.” embodies the teaching rule of the blended teaching mode under the background of “Internet + education”. Under the background of “Internet + education”, the blended teaching can take into account the leading role of teachers' classroom teaching and students' autonomous learning after class, revealing the correct relationship between “Popularity and Improvement” during the process of imparting knowledge. Only on the basis of introductory knowledge provided by traditional classroom teaching[5], can students make better use of internet teaching resources and technology to achieve autonomous learning and improve learning efficiency. Without the popularization of traditional classroom teaching and laying a solid foundation, it is impossible for students to rely on Internet educational resources to achieve autonomous learning. This is an important basis for developing blended teaching under the background of “Internet + education”.

2. The Background of the Age for Developing Blended Teaching

The hybrid teaching under the background of “Internet + education” aims at applying the open characteristics of Internet information technology to enable Internet technology to truly integrate into the teaching process of teachers, and to diversify teachers' teaching methods on the basis of opening and sharing teaching resources, so as to achieve comprehensive learning ability under the effective guidance of teachers, .enhance and improve students' interest and autonomy in learning, better realize the absorption and transformation of knowledge, and improve the teaching effect from multiple perspectives.

2.1 The characteristics of the era of “Internet + education”

Under the background of “Internet + education”, the blended teaching mode, on the basis of retaining the characteristics of the traditional face-to-face teaching, has enriched the teaching resources, expanded the teaching methods, broken the limitation of time and space in teaching activities, and better satisfied the students' individual needs and stimulated students' interest in learning. Face-to-face teaching provides students with precise learning guidance to better achieve teaching in accordance with their aptitude. “Internet + education” has improved the accessibility of education, expanded the balance of education, made education more popular in a wider scope, and promoted the unity of universality and diversity of education[2]. Under the background of “Internet + education”, college English teaching adopts blended teaching mode, and the form of teaching organization is more free and efficient. Teachers have more ways to present rich learning resources to students with different needs and can give students more independent learning space and endow the students with motivation and convenience to explore learning. According to students' individual learning needs, students can implement their own learning plans more conveniently.

2.2 Advantages of Developing Blended English Teaching in Colleges

The application of “Internet +” information technology in the blended teaching of college English in the open university can promote the free circulation of English teaching resources on the network teaching platform, realize the wide sharing of teaching resources, provide customized educational services for students, meet the students' different learning needs, and achieve self-help learning. The use of network teaching platform to release teaching resources significantly improves the accessibility and convenience of teaching resources, breaks through the constraints of time and space, and provides good conditions for students' autonomous learning[[6]. Appropriate use of web-based teaching resources in the traditional face-to-face teaching is a new way to innovate the reform of college English teaching in open universities, which can greatly improve the efficiency of college English teaching.

3. The Value of Developing Blended English Teaching in Colleges

Under the background of “Internet + education”, college English blended teaching realizes the interaction among teachers, students and teaching resources through network information technology, promotes effective communication among teachers, students and college-quality teaching resources, and develops a blended teaching mode in college English[7]. It can achieve mutual promotion of traditional classroom teaching and online learning, realize individualized quality education and effectively enhance students' learning efficiency, which contributes to important practical value.

3.1 Blended teaching can realize the mutual promotion between traditional classroom teaching and online learning.

Traditional classroom teaching can help students quickly establish the basis of self-learning, thus providing the necessary premise for students' follow-up self-learning. Without the popularization of traditional classroom teaching and laying a solid foundation, students can not successfully rely on Internet education resources to achieve self-learning. The blended mode of College English Teaching in the era of “Internet + education” breaks the restrictions of single traditional classroom teaching mode, satisfies students' personalized and diversified learning needs, fully realizes the interaction between teachers and students, effectively promotes the sharing of college-quality educational resources, and provides a strong support for improving the quality of English teaching. In the blended teaching mode, the traditional classroom teaching and online self-regulated learning should promote each other and should not be neglected.

3.2 Blended teaching can realize multiple interaction

Compared with the traditional English teaching mode in colleges, under the background of “Internet + education”, college English blended teaching mode realizes the interaction among

teachers, students and teaching resources through Internet information technology. It promotes effective communication among teachers, students and college-quality teaching resources, and effectively integrates online learning and offline learning, and integrates modern Internet information technology with classroom teaching. In English teaching, college teachers can also make full use of network technology to realize the interaction of network, teachers, students and knowledge through group discussion and role-playing, which brings flexibility to English classroom teaching in Colleges. Blended teaching mode can realize multiple interaction[3], improve students' interest in learning, improve students' learning efficiency, and better promote the internalization and absorption of learning knowledge. It has important practical value.

3.3 Blended teaching is conducive to teaching students in accordance with their aptitude

Under the background of “Internet + education”, under the network environment, under the guidance of modern learning theory, with the help of abundant network resources advantages, we use the information technology to transfer teaching contents, and realize the blended teaching activities of student-centered online autonomous learning and offline classroom teaching under the network environment. This new model achieves the interaction between teachers, students and teaching resources by constructing a teaching platform supported by information technology, realizes the effective communication between teachers, students and college-quality teaching resources, and then effectively combines online self-learning with traditional classroom learning, integrates modern Internet technology with entity teaching, and effectively integrates traditional classroom teaching mode with traditional classroom teaching mode. The advantages of modern network technology can meet the learning needs of different students to the greatest extent. It has great practical value in improving teaching quality and learning efficiency of students.

4. Research on the Application of Blended English Teaching in Colleges

According to the basic idea of blended teaching, taking the practical teaching of College English in Jiangsu Open University as an example, this paper explores the concrete application of blended teaching mode by using network teaching platform and traditional classroom face-to-face teaching, focusing on the fourth unit Learning Zone of the textbook “Comprehensive Practical Training Course of College Workplace English”. Hybrid teaching model integrates Internet technology into specific teaching activities, realizes integration with teaching resources, teachers, students and other elements in teaching activities, and promotes the updating and upgrading of teaching mode.

The blended English teaching mode in colleges is mainly divided into four links: preparation, face-to-face teaching, student group discussion and network mutual evaluation. The implementation of each link cannot be separated from the support of the Internet teaching platform. The preparation link, face-to-face teaching link and student group discussion link form a closed-loop system[7]. The evaluation link runs through the front three links in a variety of forms. Through the evaluation link, teachers and students can understand the learning dynamics and the shortcomings in learning, and make corresponding adjustments and feedback to advance towards the teaching objectives according to the plan.

4.1 Pre-class preparation

In the pre-class preparation of English teaching in Colleges, teachers publish multimedia resources related to English Invitation Letter writing teaching through network teaching platform, stimulate students' interest in learning through rich video resources display, guide students to practice and grasp preliminarily daily oral communication skills such as appointment, telephone shopping and so on, so as to improve students' application in actual situations. Ability to learn knowledge and solve problems. In the pre-class preparatory process, the focus of online platform teaching is to enable students to master the common vocabulary, phrases and sentence patterns in invitation letters, to master the English expressions of invitation, acceptance and rejection, and to preliminarily understand the writing norms of invitation letters and the taboos that need to be paid attention to in cross-cultural communication. Under the guidance of teachers, students formulate

corresponding learning tasks according to their learning needs, download and watch relevant resources independently according to their learning interests, use teaching resources published on the network teaching platform to realize self-learning, achieve “learning by doing” in the process of completing learning tasks, link direct experience with theoretical knowledge, and improve learning effectiveness.

The preparatory stage of blended English teaching in colleges is in the initial stage of teaching and learning. According to the autonomous learning tasks distributed by teachers on the network learning platform, students search the corresponding teaching resources, complete the learning tasks in turn, and feed back the difficult problems and evaluation results to teachers. In the process of self-regulated learning through network, with the increasing variety and quantity of information collected, the network system in students' minds is constantly restructured and updated to realize the meaning construction of the internal knowledge network system[4]. After completing the basic task of autonomous learning, students need to complete the corresponding online testing, check and accept the learning effect, find the difficulties in learning and review and consolidate them. At the same time, students should share the difficult problems encountered in their learning with teachers, through the teaching platform for interaction, sharing and discussion, to provide the basis for teachers to determine the focus of face-to-face teaching.

4.2 Face-to-face teaching in class

In the pre-class preparation stage, the teacher checks the homework completed by the students and finds out the advantages and disadvantages of the students in language use ability according to the feedback information of the students in completing the online learning task. In view of the weaknesses of the students in language use ability, the teacher determines the key content and difficult content of classroom teaching, and makes corresponding teaching plans, and carefully prepares lessons.

On this basis, teachers carry out the teaching of English classroom instruction in colleges. Specific methods are as follows: Firstly, combining with the difficult questions of students' feedback in the preparation stage before class, the English phrases and sentence patterns related to invitation letter writing are selected for testing, and the students' grasp of basic knowledge and knowledge application ability are inspected. Then, the classroom teaching question “under what circumstances should invitation letter be written” is put forward. After the students think and answer, the teacher shows a student's exercise. Writing invitations, please focus on the form, content, vocabulary, grammar and other aspects of the invitation letter, to find out the typical problems in the examples of invitation letter writing, to determine the advantages and disadvantages.

In face-to-face teaching, teachers and students will participate in the interaction, transmission and feedback of information, reflecting the student-centered education concept. The teaching method of blended teaching lays more emphasis on the teaching of common discussion[8]. Each teaching link organizes the teaching content according to the students' cognitive development level and learning feedback information. Because students have a preliminary understanding of the basic knowledge in the pre-class preparation process and feedback the problems encountered in learning to teachers through the network learning platform, teachers will focus on solving the difficult problems of students' feedback in the classroom and explain them according to the actual situation of students' mastery of knowledge, so the teaching process is more targeted, reflecting the teaching thoughts of individualized quality education.

In the process of classroom teaching and using the network learning platform to carry out teaching, teachers and students should make a periodic summary and reflection. By reviewing and summarizing the main points of learning, the internal relationship between knowledge is explored in depth, and then the regularity of knowledge is found, so as to achieve the goal of improving the quality and effect of learning. For students, summarizing and reflecting helps to enhance the relevance between the original knowledge nodes, eliminate irrelevant nodes, and adjust the internal structure of the knowledge network system. At the same time, students can adjust the learning

strategies and methods used in the learning process at any time according to the learning effect, so as to obtain better learning experience. For teachers, timely summary and reflection can help to recognize the gains and losses in the process of teaching, so as to continuously optimize the teaching design. Teachers and students should constantly practice, summarize and innovate, comprehensively improve the comprehensive quality of teachers and students, and promote each other in the teaching process, in order to better achieve the teaching objectives.

4.3 Student group discussion

Pre-class preparation focuses on the study of basic knowledge and classroom face-to-face teaching can be seen as a systematic study and expansion of knowledge, while after-class student group discussion is the practical application of knowledge. On the basis of analyzing the teaching objectives, learning contents and students' current knowledge level of English course in Colleges, teachers follow certain developmental principles to provide students with corresponding research projects and topics. Student seminar group chooses the corresponding research projects according to the learning interest and the direction of being good at, and cooperates to complete the task under the guidance of teachers. On the basis of completing the classroom teaching task, the teacher composes a writing model of company invitation letter through the network teaching platform for students to learn from and imitate. At the same time, students are required to write a “wedding invitation letter” and submit it on the network platform according to the knowledge they have learned in the classroom. After the students submit their homework on the network teaching platform, the teacher reviews the homework, checks the message information of the discussion board, finds out the typical problems in the students' study in time, answers the students' questions, and gives guidance to the group discussion activities in time.

Through mutual assistance, collaboration and sharing, the members of the seminar group jointly completed the task of the seminar. Teachers organize the presentation and sharing of the results of group discussions in class. Through mutual discussion and exchange, teachers help students clearly demonstrate the advantages and disadvantages of the project, and realize the expansion and deepening of knowledge in the process of exchange and sharing. Student group discussion link cannot only exercise students' research and exploration ability, but also improve the ability of cooperation and interaction.

4.4 Mutual evaluation

In the process of blended English teaching in Colleges, more attention should be paid to the implementation of teaching evaluation according to the rules and characteristics of network platform teaching and traditional face-to-face teaching. Mutual evaluation in blended teaching runs through the whole teaching process, setting the corresponding evaluation form, content, dimension and evaluation method around the curriculum goal. The main indicators of the evaluation of blended English teaching in Colleges are: online learning results of network teaching platform, final examination results, classroom performance results, quality of group discussion project completion and learning attitude, etc. Different indicators are varied in the scores; the rate of which teachers can determine according to the actual situation of teaching.

In the process of blended English teaching in Colleges, both teachers and students strengthen effective communication through mutual evaluation, and jointly promote the realization of teaching objectives. In the process of preparation for learning, teachers can employ the cloud data of the network teaching platform to analyze the statistics of frequency of students using the network teaching platform, check the process of students' online learning, comprehensively understand the students' learning progress, learning frequency and other contents, and accurately analyze the learning characteristics of each student. By analyzing students' learning data, teachers can evaluate students' learning attitude and learning effectiveness. At the same time, students can also use the interactive function of network teaching platform to evaluate whether the learning resources uploaded by teachers are suitable for students' learning, and make suggestions and evaluations on teachers' teaching content and teaching methods. In the stage of classroom teaching, teachers can evaluate students comprehensively according to the students' listening attentiveness, speaking

situation, the level and quality of classroom homework. Students can also give the timely feedback of difficulties encountered in learning to teachers, and put forward opinions and suggestions on teachers' teaching methods and contents, so as to achieve face-to-face communication. In the part of group discussion after class, teachers can evaluate the students' learning situation according to the indicators of the completion of the study group discussion project, the participation of the members of the group, the exchange of group discussion, the level of creative exploration, and the collection and collation of the research materials. Students can also evaluate the effectiveness of teachers' guidance in the process of learning. To make suggestions to teachers on the implementation process of the project. Mutual evaluation between teachers and students runs through the implementation process of blended teaching. Through effective communication, both teachers and students accomplish the teaching task together and achieve the improvement of teaching efficiency.

5. Conclusion

With the wide application of new information technology in the field of education in the era of "Internet + education", the mode of production and distribution of information gradually change the traditional way of information flow, which has a major impact on the way of knowledge transmission. "Internet + education" provides favorable conditions for innovative teaching mode and improving the quality of education. Blended teaching can integrate traditional face-to-face teaching with Internet-based autonomous learning. By systematically integrating teaching subjects, teaching media, teaching technology and resources, teachers can effectively play a leading role, fully stimulate students' initiative, realize the complementary advantages of face-to-face tutoring and online-autonomous learning, optimize the implementation process of teaching organization and effectively improve the quality of teaching.

Under the background of "Internet + education", the network teaching platform and traditional face-to-face classroom teaching are integrated into the blended teaching practice of Invitation Letter writing course in College English Teaching in Jiangsu Open University of China. The effectiveness of the blended teaching mode is tested, and there is deep exploration in the specific characteristics and laws of blended teaching methods, learning methods, practical teaching organizations, learning evaluation and assessment. This paper initially constructs a blended teaching mode and supporting service system for College English in the context of modern distance education, and studies the method of using the statistical data of network teaching platform under the background of "Internet + education" to provide students with precise course learning guidance. College English hybrid teaching mode can realize the integration of the advantages of traditional classroom teaching and online teaching, and complement each other in teaching space, teaching means and teaching evaluation methods. The effect of the blended teaching of Invitation Letter writing course in colleges shows that the combination of face-to-face teaching and online self-learning can organically integrate all kinds of resources of English teaching in Colleges of open universities, give full play to the advantages of online learning and face-to-face teaching, greatly improve the quality and efficiency of teaching, promote the reform of personnel training mode, and make it a learning type. The society provides important support and guarantee for the development of human resources.

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